

# Seton Catholic School Crisis Management Plan

## Introduction

Crisis Management is a central component of comprehensive **School Safety**. The most important consideration in both Crisis Management and Safe Schools efforts is the **health, safety and welfare** of the students and staff. A comprehensive Safe Schools Plan places a strong emphasis on prevention using strategies which range from security measures to thorough student supervision to discipline policies and programs which improve school climate.

**Crisis Management is that part of a school's approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront and resolve the crisis, restore equilibrium, and support appropriate adaptive responses.**

### Definitions:

1. "Crisis" shall include but not be limited to situations involving the death of a student, staff member, or a member of a student's immediate family by suicide, substance abuse, illness, or accident. The principal shall have the authority, in consultation with the pastors when deemed appropriate and timely, to determine what is a crisis incident and to convene the Crisis Management Team.
2. "Critical incidents" shall include situations involving threats of harm to students, personnel, or facilities. Critical incidents include but are not limited to natural disasters, fire, use of weapons/explosives, and the taking of hostages. Such incidents require an interagency response involving law enforcement and/or emergency services agencies.
3. The school "Crisis Management Plan" shall be a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to the school facilities.

## **Crisis Management Team**

### **Membership:**

The crisis team shall consist of an immediately accessible core group of staff members who have the knowledge and skills to act in any emergency and shall include the principal, assistant principal, building secretaries, the maintenance personnel, the business manager, and one or more selected teachers. The assistant principal shall record events/minutes of any meetings that may take place. Additionally, the pastors, the Moline Police Department (D.A.R.E. officer or liaison officer) community mental health services, and Moline Fire Department may be asked to consult with the school team. A roster of team members will be posted in the main office of each building as well as listed in the Seton School Faculty/Staff Handbook.

### **Purposes:**

The Crisis Team shall implement and adapt appropriate action from the Crisis Management Plan to address the specific events of the crisis. Roles and responsibilities of the team members and consultants will be established in the Seton School Crisis Management Plan and/or assigned by the administration in each situation.

### **Crisis Team:**

	<u>Home</u>	<u>School</u>	<u>Cell</u>
Jane Barrett	309-797-1123	309-757-5500	309-781-5355
Mary Cornelis	309-764-1228	309-764-5418	309-230-3127
Kathy Sommers	309-737-2604	309-757-5500	309-737-2604
Connie Knuckey	309-797-8191	309-764-5418	309-737-9605
Karla Larsen	309-796-2303	309-764-5418	309-236-6718
Steve Meiresonne	309-798-2556	309-757-5500	309-781-3712
Jan DeRoo	309-797-5088	309-757-5500	309-236-5622
*Ruth Benfield	309-764-7451	309-757-5500	309-781-5954
*Marty Meersman	309-792-5699	309-764-5418	309-781-9984

\*Leadership team if neither principal nor assistant principal present on campus.

### **Community Emergency Resources:**

- Mid-American Power Company      319-322-2822
- City of Moline Water Department      309-797-0489
- Non-Emergency:
  - City of Moline Police      309-797-0401
  - City of Moline Fire Dept.      309-797-0401

### **Pastor's Board:**

- Fr. Paco Trujillo, Administrator, St. Mary's Church      764-1562
- Fr. Dale Wellman, Pastor, Sacred Heart Church      762-2362 ext. 2
- Fr. Donald Levitt, Canonical Pastor, Christ the King Church      762-4634 ext. 203

### **Office of Catholic Education:**

Brother William Dygert, Superintendent      1-309-671-1550

### Personnel Responsibilities

**Principal/Assistant Principal:** The principal/assistant principal or designee shall direct the crisis management procedures as follows:

- Maintain updated copies of the Crisis Management Plan and have it available for parents upon request in both school offices.
- Ensure that all teachers and staff review the Crisis Management Plan annually and have it available in all classrooms for quick and easy reference.
- Post directions for fire and tornado drills in all rooms in each building.
- Schedule required fire and tornado drills and keep appropriate records.
- Arrange for training of faculty and staff for specialized safety procedures such as CPR, First Aid, universal precautions and the use of fire extinguishers and defibrillators as needed.
- Direct the evacuation of buildings, using fire alarms as required for fire, threatened explosion, or following cessation of earthquake tremors, using alternate systems in case of power failure.
- Arrange for transfer of students to another facility when evacuation is necessary.
- Direct teachers during shelter-in, lockdown, lockout, evacuation or reverse evacuation procedures.
- Use discretionary judgment in crisis situations for which there are no appropriate prearranged plans.
- Inform the pastors and the superintendent of schools at the Diocesan Office of Catholic Education of any major crisis actions taken in a timely manner.

**Teachers:** All teachers will take responsibility for the safety of the students in their charge as follows:

- Review the Crisis Management Plan annually.
- Carry out prevention strategies, safety procedures, and supervision tasks as assigned by the administration.
- Discuss and review the importance/seriousness of all safety drills with your students. Instruct your students and walk through **all emergency actions** before school drills are conducted.
- Discuss with students what to do in case assigned evacuation routes are blocked.
- Carry out fire and tornado drill procedures as indicated by alarm or administrative direction.
- Follow lockdown, lockout, evacuation, reverse evacuation or shelter-in procedures as directed by the administrator in charge, directing the movement of students in their care.
- Know the code words for evacuation and lockdown.
- Have a room key, class lists, a medical needs list, and all crisis materials and instructions readily available for a substitute teacher.
- Direct the students to DUCK, COVER, and HOLD ON during an earthquake or in any other appropriate crisis.

- Take attendance in any crisis event or drill, especially after the students have been relocated.
- As soon as possible, report any missing students to the administrator in charge.

**Secretaries:** School secretaries will take responsibility for any students in their charge at the time of a crisis or drill and assist the principal, assistant principal, or designee as follows:

- Review the Crisis Management Plan annually.
- Carry out safety procedures and supervision tasks as assigned by the administration.
- Monitor communications using the house phones and cell phones.
- Keep copies of the *Bomb Threat Report Form* near all office phones.
- Monitor emergency radio and/or weather radio broadcasts.
- Assist the principal as needed or assume the role of nurse.
- Use universal precautions with all blood and vomit spills.
- Act as messenger for the administrator in charge.

**Maintenance Personnel:** Maintenance personnel are responsible for the use and maintenance of emergency equipment, handling of supplies and the use of available utilities and will assist the administration as follows:

- Review the Crisis Management Plan annually.
- Use universal precautions for the clean up of all blood and vomit spills.
- Keep the principal regularly informed of the condition of the school.
- Keep tools at each utility shut-off for gas, water and electricity and ascertain that no hazard results from broken gas lines, water mains or fallen electrical lines.
- Survey and report any damage to the administration or designee.
- Provide damage control if possible.
- Help direct emergency vehicles and personnel to the exact entrance/location needed.
- Assist in a crisis situation as directed by the principal, assistant principal or designee.

**Students:** When age-appropriate, students are responsible for their personal safety at all times and should not do anything to jeopardize the safety of other students and/or staff members.

- Listen carefully to all safety instructions and reminders.
- Realize the importance of being prepared for emergencies and take all drills seriously.
- During the school day, open locked doors only to school staff wearing proper identification. Do not open locked doors for anyone else, including your own parents. *Remember, all visitors* must enter through the front entrance of each building.

- Do not prop open a locked school door at any time, before or after school hours.
- During a crisis, remain calm, listen, and follow instructions.
- Be alert and watchful at all times. Report any dangerous situation to a teacher, staff member or administrator immediately.

## **Pre-planning**

### **Prevention**

All doors to each building are kept locked during the school day except the front doors nearest the main office. Signs are posted requiring all visitors to report to the main office as they enter the building. Visitors are asked to sign in and wear an official visitor identification tag while in the building.

Unused areas of the Middle School building are closed off and locked during after school activities.

Proper identification is required of vendors, repairpersons, and contractors. Unfamiliar outside contractors are escorted by maintenance personnel while on school property. Background checks are done on all vendors who are in the school building on a regular basis.

Background checks are done on all volunteers who work with students and/or on school and church property.

All staff, full and part-time, are issued ID badges that are worn in a visible manner.

Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.

Students are required to have written permission to leave school during school hours.

Drill procedures are located in all substitute teacher folders in every classroom. Class lists for role call are displayed in plain site near the exit door in every classroom.

There are house phones in every classroom and a list of teacher cell phone numbers is on file in the offices of both buildings and included on the phone tree on pages 14 and 15 of the Crisis Management Plan.

School staff is familiar with the crisis management plan and know their individual responsibilities.

Teachers are responsible for the safety of the students in their charge.

Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, stairways, restrooms, locker rooms. Policies and procedures are also in place for escorting students to and from the three main buildings on campus for P.E., art, music, and lunch.

Students are restricted from loitering in stairways, hallways, and restrooms.

Accident reports are filed when a student is injured on school property or during school-related activities.

Administrative staff maintains a highly visible profile.

Drills are conducted regularly so that students know how to respond to natural disasters. Lockdown, lockout and shelter-in procedures are explained to all students and rehearsed at age-appropriate levels.

Each teacher has been provided information about any student that is under their care at any time having special medical or physical needs and the procedures that the teacher may follow in the event of a medical episode. These conditions might include allergies, fainting, seizures, diabetes, etc.

Universal precautions are used for all blood and vomit spills.

Each classroom/homeroom teacher assumes the role of advocate for their students. Students are monitored closely not only educationally, but physically and emotionally as well. Any changes in behavior or emotional health are brought to the attention of the administration and parents. Conferences are held and professional consultation and input are sought when deemed appropriate by the administration, teacher and parents. Community-based counseling referrals are made when needed.

Faculty and staff are in-serviced on student mental health and stress-management issues.

All teachers are trained and have the resources to conduct developmental activities with their students. Developmental education is integrated into the curriculum by all the homeroom teachers to meet the needs of each particular class.

Modifications and adaptations are made for students with special needs to ensure successful learning and maintain a positive self-concept.

The faculty and staff are in-serviced on bullying issues and seek to maintain a high level of supervision to ensure the physical and emotional safety of all students.

## **Preparedness Procedures / Crisis Actions**

When a crisis occurs, it is critical that every staff member takes immediate steps to protect themselves and others. Staff members must become familiar with each crisis action and be prepared to perform their assigned duties.

All students are to be taught by their homeroom and special teachers what to do when each crisis action is implemented.

Elevators should not be used during a crisis action. Students and/or staff members with disabilities may need special consideration during a crisis. Know the procedures necessary to safely and quickly assist the movement of any disabled student or staff member during a crisis.

### **Shelter-In Procedures:**

#### **Communication:**

Teachers will be directed to follow shelter-in procedures by an announcement over the intercom when warning of an approaching disaster is received by the administration.

Move to safety inside the building in an organized manner. Students should know exactly where to go and how to proceed in the event of a tornado, severe storm, or other disaster that requires seeking inside shelter. Middle School students proceed to the basement as directed and elementary students proceed to the first floor. Maps showing these routes and narrative instructions for each building are listed in the **Critical Incident Response Plan** for tornadoes/severe storms. Teachers take roll after students have moved to a safe location and report any missing students to the administration.

*“Duck, Cover, and Hold On”* is a procedure directed by the individual teacher who realizes that a disaster such as a tornado, earthquake, or explosion is occurring and students will not have time to reach their designated shelter-in spot. *If students are inside* the building they should drop to the floor, get under a desk if possible or up against a wall away from windows and doors. *If students are outside* they should move away from buildings and other large objects and drop to the ground and cover their heads with their hands.

### **Lockdown Procedures:**

#### **Communication:**

Teachers should initiate this action any time they hear or see extremely violent behavior, i.e. loud threatening behavior or shots fired in the hallway. Teachers should also initiate this action if they hear the intercom announcement, *“All purple attendance forms should be returned to the office immediately.”*

Teachers and other staff members are to immediately lock all classroom/office/gym doors, locking themselves and students in their charge inside the

room. Direct the students to get down on the floor away from doors and windows and remain quiet. Turn off the lights and pull the shades if safely possible. Teachers take attendance and record students that are in the room, missing, and any extra students from the hall and await further instructions. Teachers and students are to remain on the floor until an official **All Clear** has been issued. **Ignore a fire alarm during lockdown.** *Turn on your cell phone if you have one.*

Lockdown with classes in session – All students who are in the hallway or restroom report **immediately** back to your classroom or to the nearest classroom, whichever appears safest. If you are with an adult, stay with the adult and follow their instructions. If you are in a locker room, report to the P.E. teacher in the gym.

Lockdown with a class change in progress – All teachers and students report immediately to your *next* class. Teachers, lock your door immediately and close it as soon as all the students have arrived or the hallway is clear.

Lockdown during lunch/recess –

Cafeteria: Monitors and cafeteria workers direct students to get down on the floor away from windows and doors in the cafeteria, and remain quiet. The appropriate doors will be locked by the cafeteria manager and/or the maintenance staff: two sets of double doors into gym, double doors into hallway, back door to exterior.

Classroom Buildings: Students try to move to the nearest classroom or area with an adult present if safely possible. Otherwise enter the nearest classroom and hide in a closet. Teachers, gather any nearby students and lock them in with you wherever you are.

Outside on the grounds: If there are students outside for recess or P.E. class while a lockdown is initiated in any or all of the buildings, the teachers and monitors are to direct students into Sacred Heart Church or the Lee Parish Center for shelter until the crisis has passed. The teacher should try to communicate with the administration and advise them of their location and condition.

## **Lockout Procedures:**

### **Communication:**

An announcement will be made that lockout has been implemented.

This is a procedure which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building. This is most commonly used when an incident is occurring outside the school building, on or off school property. All students and staff are brought inside the building immediately using reverse evacuation procedures. Administrator or maintenance staff will lock and secure all exterior doors. No students or staff will be allowed to leave the building. Main entrances will be monitored by secretaries and only authorized personnel will be allowed in the building. Administrators will make special arrangements for dismissal if needed.

## Evacuation Procedures:

### Communication:

Teachers will be directed to evacuate the building by a fire alarm, an announcement over the intercom asking them to do so, or by the announcement, “There is maintenance to be done *outside* the building immediately.”

This action requires staff and students to move in an orderly manner along pre-designated routes from inside the building to an outside area of safety. This action would be used in the event of a fire, explosion, hazardous material or chemical spill inside, bomb threat, or other disaster that requires evacuation of the building to get students and staff to safety. Maps showing these routes and narrative instructions for each building are listed under **Critical Incident Response Plans** for fire/arson/explosives. Teachers and students remain outside until the **All Clear** has been given by an administrator to return to the building or instructions given to move to another shelter.

The designated alternative shelter is Sacred Heart Church. Once the student body or any portion of the student body has been relocated to the church, it becomes the Student Reunification Point with outside access allowed at the south entrance only. Students are to be seated in the church as for an all-school mass. Please refer to the Student Reunification Procedure on page 14.

## Reverse Evacuation Procedures:

### Communication:

The first adult aware of a serious problem outside whether it is a monitor, teacher, or other staff member directs the students and staff to enter the building. If an advance warning has been received, bells may be rung manually signaling students to line up.

This action is used to bring all students and staff safely into the building. It would be used in the event of violent activity or dangerous weather conditions outside. Students immediately begin to enter the building as they would at the end of recess or class and return to their classrooms unless directed to an alternate area. Teachers immediately check for injuries and take roll. Remain quiet for further instructions.

## All Clear:

### Communication:

An intercom announcement will be made by an administrator or the message delivered in person. In the case of lockdown, do not unlock your door until an administrator/designee or law enforcement personnel with identification deliver the **All Clear** in person.

This signifies the end of a crisis action. Teachers and students should return to their classrooms/homerooms and wait for further instructions.

### **Crisis Headquarters / Command Post**

If it is determined that a crisis has or is occurring, the crisis headquarters and/or command post will be located in a) the principal's office in the elementary building b) the assistant principal's office in the middle school building c) the cafeteria manager's office in Culemans Hall or d) the Lee Parish Center, depending on the nature and location of the crisis.

### **Chain of Command**

During a crisis, the following chain of command shall be followed:

- The principal is in charge.
- If the principal is not on campus, or cannot be reached, the assistant principal in consultation with the maintenance supervisor will assume the leadership role.
- If the principal and the assistant principal are not on campus and cannot be reached, the crisis team leaders will consult with the maintenance supervisor and assume the leadership role (see pg. 11).

\*The canonical pastor and/or the Pastor's Board should always be consulted and informed during or after any serious crisis by whoever is in charge. Some situations may call for immediate decisions with consultation following the crisis. The Office of Catholic Education/Superintendent is also to be consulted and kept informed of any serious crisis situations.

### **Spokesperson to the Media**

During or following a crisis, **only** the individual in charge, following the *Chain of Command* listed above shall be responsible for communicating with the media. In the rare instance that the administrators and secretaries are not in charge, the team of teachers named above shall designate one member of their team or a pastor to do all communicating with the media. If no administrator or pastor is available, all communication with the media should be cleared with the Office of Catholic Education/Superintendent.

The following suggestions will promote clear communications with the media:

- Deal up-front with reporters. Be honest, forthright and establish good communications with the media before problems or a crisis occurs.
- Do not try to stonewall the media or keep them from doing their job.
- The school should decide what to say, define the ground rules, issue a statement and answer questions within the limits of confidentiality.
- Identify a single information source, the principal or designee.
- Advise school staff that only the principal or designated person is to talk to the press.
- Advise students that they do not have to talk to the media if asked.
- If the crisis is a death, consult with the deceased student/staff member's family before making any statement. Explain the school's policy that only the principal or designee is to speak to the media and assure them that confidential information is being protected.

### **Network of Key Communicators**

Communication is a critical part of crisis management. School staff members and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. The Pastor's Board and the Office of Catholic Education/Superintendent must be kept informed and receive updated information. The media must also receive accurate and current information. Finally, key groups within the Seton School community such as the Education Commission, the Parents' Club and the Booster Club can assist with getting accurate information to our internal and external publics.

#### ***When a Crisis Has Occurred***

**Notify faculty and staff of an event or crisis:** Keep faculty and staff informed with accurate and current information and plans. Use any or all of the following:

- SchoolReach – Telephone broadcast system which uses a recorded message when staff is not in school.
- Telephone Tree – used when staff is not in school. Depending on the crisis, a very carefully crafted statement, specifying what is and is not yet known, should be drafted before the telephone tree is activated. (Telephone Tree follows on pages 14 and 15).
- Morning Faculty Meeting – Use an early, brief meeting to give accurate information, review procedures and inform staff of any support services being provided.
- End-of-Day Faculty Meeting – Use this time to update staff and dispel rumors before they go out into the community where they are likely to be asked about the situation.

**Combat rumors by providing facts as soon as possible:**

- Identify and notify internal groups including, teachers, secretaries, maintenance personnel, teacher aids, cafeteria workers, and playground monitors. These people are primary sources of information so be sure it is accurate.
- Secretaries and any staff who answer the telephone should be kept up to date and know which information can be shared and which cannot be shared.
- If necessary, a briefing may need to be held for key community representatives.
- Accurate information should be provided to the media.
- Immediately after the crisis has passed, a follow-up meeting for parents and interested community members may be deemed helpful by the principal.

**Other Key Communicators**

In addition to the faculty and staff and the media, the principal or designee will be responsible for keeping the following groups informed and up-to-date regarding a crisis:

- The Pastor's Board
- The Office of Catholic Education/Superintendent
- The Education Commission
- Parent and Booster Clubs

**Communicating with Parents**

Dealing with parent reactions is a very important aspect of managing a crisis. In the event of an emergency, parents have very specific informational needs. First, parents want to know their child is safe; then, parents want to know the details of the emergency situation, how it was handled, and that the students will be safe in the future. A parent's first reaction is likely to involve *fear*. Upon learning of an incident at school, parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is important. *Anger* is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of a crisis:

- Tell parents exactly what is known to have happened. Do not embellish or speculate.
- Secretaries will manage phone calls and administrators or their designee will help manage parents who arrive at school.
- The principal may choose to schedule an informational meeting for parents after the crisis if deemed necessary.

## **Student Reunification Procedure**

In the event of a crisis, some parents may become so concerned for the safety of their student that they come to the school and request the release of their student. As soon as a crisis situation is determined to exist, it is advisable to establish the student reunification point and commence this procedure.

The predetermined Student Reunification Point is in Sacred Heart Church at the south entrance.

### **Administrative Preparation:**

- A duplicate set of Emergency Cards is prepared for use at the Student Reunification Point.
- The Crisis Management Team (CMT) becomes familiar with the reunification procedure.

### **Teacher Responsibilities:**

- Guide the students under your care to Sacred Heart Church and seat them in the area they use for all-school masses.
- Homeroom teachers are to find and stay with your class, even if you are not the one who escorted them to the church.
- Be sure that no student is released to anyone except a member of the CMT or a teacher/staff member who is serving as a runner in the procedure described below.
- Once all students are seated with their homeroom teachers, all special teachers should report to the Student Reunification Point at the south entrance of the church to assist the CMT.

### **Principal/Crisis Management Team Response:**

- Post a guide in front of the school building(s) to direct parents who arrive for their student to the Student Reunification Point.
- Post a special teacher at the east and west front entrances of the church to direct adults around the outside of the building so that they enter the church **ONLY** at the south entrance.
- CMT members who are not homeroom teachers will work the Student Reunification Point with the emergency cards and Student Release Request Forms (see appendix).
- On arrival of a parent or guardian requesting the release of their student, the normal sign-out procedure will be followed using the *Daily Departure Student Log*.
- On arrival of an adult other than a parent or guardian requesting the release of a student to them, the CMT member checks the adult's driver's license and records the name and number.

- CMT member checks the student's emergency card to verify that the adult is authorized to pick up the student.
  - In the event that the adult is not authorized to pick up the student, the CMT member informs them as such. If the adult becomes difficult, the CMT member contacts an administrator and requests assistance, giving the name of the adult. An administrator will assist and the name of the adult is to be recorded.
- CMT member has the adult complete and sign the Student Release Request Form
- CMT member sends one of the special teachers serving as runners to the homeroom teacher to get the student. The runner escorts the student to the Student Reunification Point for release.
- Signed Release Forms are included as an attachment to the report regarding the incident.

## Faculty / Staff Telephone Tree

Jane Barrett

797-1123

781-5355

Mary Cornelis

764-1228

230-3127

Connie Knuckey

797-8191

737-9605

Kathy Sommers

737-2604

Steve Mieresonne

781-3712

Ruth Benfield

764-7451

781-5954

(\*You are responsible to call the person below you on the tree. If you cannot reach them, call the person after them on the list to keep the message going. Then continue to try to reach your originally assigned person. All numbers listed have a 309 prefix unless otherwise noted.)

Sarah Campos

762-9570

269-8129

Melanie Verstraete

737-1554

Jan DeRoo

797-5088

236-5622

Kathleen

VanderGinst

764-9619

269-5817

Karla Larsen

796-2303

236-6718

Kevin Herbert

757-0351

269-4587

Angie Clayton

(563)386-5896

(563)505-0926

Cindy Schmitt

762-9932

230-3681

Evan Nache

230-2598

Pat Voss

762-1681

721-9674

Jill Zmuda

755-9966

737-4088

Geri Tracey

797-2031

781-4210

Tiffany Colon

752-0730

631-8318

Sally Jo Tappendorf

(563)359-5389

(563)650-2228

Laura Joseph

(563)332-7890

(563)349-4322

Marty Meersman

792-5699

781-9984

Sarah Wolfe

755-4342

236-3558

Jan Hufford

764-2062

269-2063

Lois Harring

796-2022

236-8635

Jesse Ward

945-8750

Lynn Bjork

764-5000

721-8609

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<u>Christy Layer</u> 755-5459 781-6587	<u>Jack Pagett</u> 787-6063 781-0378	<u>Kathy Peterson</u> 797-4707 737-4334
<u>Robyn McCracken</u> 781-8184	<u>Michelle Keller</u> 799-1270 292-7228	<u>Michelle Melin</u> 799-7370 737-0740
<u>Chris Anderson</u> 762-1380 738-0350	<u>Julie Vogel</u> 797-2415 236-4492	<u>Julie Ivory</u> (563)355-3875 (563)505-3247
<u>Linda Burau</u> 797-8579 781-2515	<u>Louann Goodknight</u> 788-7094 230-7202	<u>Renee Kelly</u> 756-2138 781-8528
<u>Patti Albrecht</u> 787-6680 230-3670	<u>Sister Janet</u> 283-2218	<u>Becky Morrisey</u> 736-9471 269-9818
<u>Andrea Siefker</u> 797-4697 912-3367	<u>Heather Fox</u> 757-0319 230-4907	<u>Nancy Bush</u> 786-0761 721-4710
<u>Abby Meuser</u> 764-6689 737-1932	<u>Michele Gonzalez*</u> 751-8094	<u>Holly Ferencevich</u> 230-7665
<u>Shelly Volk</u> 797-5641 948-9580	<u>Megan Heller</u> 235-7342	<u>Linda McGraw</u> 786-6775 737-5177

\*Michele Gonzalez will also call any additional staff members hired for the Extended/Before/After Care Program.

## Response

### Critical Incident Response Plans

#### Medical Emergencies / Accidents at School

...On the playground...In the building or classroom...In physical education class...

##### ***Minor Medical Emergency:***

**Any minor injury or illness.**

- Notify principal/assistant principal/office secretary.
- Principal/assistant principal/designee administer appropriate first aid as indicated by the situation.
- Principal/assistant principal/designee contact student's parents/guardians.
- If an accidental injury has occurred, the staff member who witnessed the incident completes an accident report form.

##### ***Major Medical Emergency:***

**Any injury or illness deemed by school staff to need immediate emergency medical care.**

- Notify principal/main office secretary
- The staff member attending to the student either calls **911** immediately or designates another staff member to do so.
- Provide first aid or other life support, i.e. CPR, Rescue Breathing.
- Principal/designee contacts parents/guardians immediately.
- The staff member who witnessed the incident completes an accident report form.

\*In the principal's absence, the assistant principal is to be notified of all emergency medical situations.

##### Related Information:

- All teachers and maintenance personnel are trained to use universal precautions with blood and vomit spills.
- Each classroom has a first aid kit that contains gloves, gauze and band-aides. Tissues are readily available in each classroom for students and staff.
- Each teacher has been provided information about any student in his/her care having special medical or physical needs and the procedures that the teacher may follow in the event of a medical episode. These conditions might include allergies, fainting, seizures, diabetes, etc.

▪ **POISON CONTROL: 1-800-222-1222**

## **Specific Medical Emergency – Allergic Reaction**

### **Possible Symptoms:**

General feeling of impending doom or fright, weakness, sweating, sneezing, short of breath, nasal itching, hives, vomiting, cough, restless, shock, hoarseness, swollen tongue, severe localized swelling.

### **First Actions:**

- Assess the situation, remain calm, make student/staff member comfortable
- Only move the person for safety reason.
- Send for immediate help and medication kit (in cases of known allergies).
- Follow medical protocol for the student, if on file.
- Observe for respiratory difficulty and, if needed, have another staff member call **911**.
- Administrator/designee notify parent/guardian.
- Administer medication, by doctor's orders, if on file. Apply ice pack, keep warm.
- Record time and site of insect sting/bite and name of medication, dosage and time, if applicable.

### **Preventive/Supportive Actions:**

- Encourage parents/guardians to list all health situations, including allergies on their child's emergency card.
- Encourage staff members having health situations affecting them to alert administration and co-workers of any difficulties and possible remedial actions.

**Poison Control: 1-800-222-1222**

## Tornadoes / Severe Storms

A **Tornado Watch** means that conditions are favorable for tornadoes to develop. In this case, the administration/office staff will monitor the weather and advise teachers as needed.

### Office Responsibilities:

- Announce that a Tornado Watch is in effect. Remind teachers to review shelter-in procedures with students at this time. Also remind teachers to close windows.
- Activate weather radio and listen for updates.
- Notify maintenance staff that a utility shut down may occur and GAS ONLY should be shut down if a tornado warning occurs.
- Students may be released to a parent or someone listed on the student's emergency form.
- Consideration may be given to retaining students at dismissal time if threatening weather conditions exist.

### Teacher Responsibilities:

- Close windows.
- Remind students of shelter in / tornado drill procedures (listed on p. 8).
- Be sure your crisis management procedures and class list are close at hand.
- Reassure students as you remind them of shelter-in procedures, both moving to a pre-determined safe place and "*Cover, Duck, and Hold On.*"

A **Tornado Warning** means that a tornado has actually been sighted. In this case, the outdoor warning siren will be activated and the administration will announce that everyone follow shelter-in procedures.

### Office Responsibilities:

- If there is time to move students to safe locations within the building, signal staff as follows:
  - Culemans Hall – announcement or phone call by principal
  - Elementary Building – 5 short rings of the school bell
  - Middle School Building – announcement by assistant principal
  - Lee Parish Center – announcement or phone call by principal
- If there is not time to relocate students, make an announcement to "*Cover, Duck, and Hold On.*" (Refer to p. 8).
- Any parents who may have arrived to pick up students should be invited to take shelter with the students and staff.
- Monitor the situation using a battery operated radio.

- Advise teachers and students when and if they can return to their classrooms and regular schedules.
- In the event of a power outage or extensive property damage, the administration will attempt communication between buildings using cell phones.

**Teacher Responsibilities:**

- When directed to do so by announcement or if the outdoor warning siren is heard, supervise and direct students in your care as you move them to the appropriate shelter-in location.
- Specific shelter-in procedures, maps, and routes to follow for each building follow these general instructions.
- Assist students to “*Cover, Duck, and Hold On*” if necessary.
- If possible, take attendance. Report any missing students to the office.
- Remain calm and help to keep students calm and quiet.

**TORNADOES /  
SEVERE STORMS  
MAP / ROUTES**  
**Culemans Hall / Pre-school,  
Kindergartens, Gymnasium  
and Cafeteria**

**Pre-Sch. Students:**

Use 2 restrooms in  
hallway.

**KD:**

Use back hallway  
of Fellowship Hall  
at north end of building

**KZ:**

Use walk-in closet  
next to classroom.

**P.E. Students:**

Use girl's locker  
Room.

**Cafeteria Students:**

Take cover under tables  
and away from south  
windows .

Cafeteria manager will  
instruct and direct  
students.

**TORNADOES / SEVERE STORMS  
MAP / ROUTES  
Elementary Building**

## **TORNADOES / SEVERE STORMS**

### **SPECIFIC SHELTER-IN PROCEDURES**

#### **Middle School Building**

#### **Teacher and Staff Responsibilities:**

- Bring flashlights and class lists for attendance to the basement
- Close all classroom windows and all interior doors and turn out all lights
- Close fire doors as follows:
  - ✓ 8H – close fire doors at top and bottom of east stairway
  - ✓ 7C – close fire doors at top and bottom of west stairway
  - ✓ Secretary – close both sets of fire doors nearest the basement door
  - ✓ Assistant Principal – close the fire doors at the front main entrance and in the back hallway near the elevator
- Check the restrooms as follows:
  - ✓ 8H – check the boy’s restroom and turn out the lights
  - ✓ 7V – check the girl’s restroom and turn out the lights
  - ✓ Secretary – check faculty restroom and girl’s locker room and turn out lights
- Assistant Principal and Secretary – turn out hallway lights on 1<sup>st</sup> floor
- Move students in your care to shelter in the basement along the following routes:
  - **Gym** – Proceed immediately in a single file line to the boy’s locker room.
  - **Computer Lab** – Proceed immediately in a single file line to the boy’s restroom on the first floor.
  - **Music Room** – Proceed immediately in a single file line on the right side of the basement stairway to the designated area in the basement.
  - **6T and Classroom 110 (Studio/Resource Room)** – Proceed in a single file line along the south side of the hallway to the girl’s restroom on the first floor.
  - **6M and 6K Classrooms:** Stay to the right in the hallway and on the stairway forming a single file line as you proceed to the designated area in the basement.
  - **7<sup>th</sup> Grade Classrooms:** Proceed immediately to the west stairway, moving to the left and forming a single file line down both flights of stairs to the designated area in the basement.
  - **8<sup>th</sup> Grade Classrooms:** Proceed immediately to the east stairway, forming two lines as you go down the stairway and through the first floor. Continue in two lines, following the 6<sup>th</sup> and 7<sup>th</sup> grades down the stairway to the designated area in the basement.

- **Art Room:** Proceed immediately to the east stairway in two lines as you go down the stairway and through the first floor. Continue in two lines, following the 6<sup>th</sup> and 7<sup>th</sup> grades down the stairway to the designated area in the basement.
  
- **Library:** Students should proceed to the basement down the west stairway with the librarian. Middle school students should then report to the teacher who sent them to the library, once they get to the basement. If an entire class is in the library with the teacher, proceed on the 7<sup>th</sup> grade classroom route to the basement.
  
- **In the basement:**
  - Teachers**
    - ✓ Take attendance and report any missing students to the assistant principal.
    - ✓ Keep students quiet and wait for instructions or the **All Clear**.
  - Custodian and/or Assistant Principal**
    - ✓ Guide fire department to main shut off valve for gas (directions below)

**Directions to Shut Off Gas Valve in Middle School Building**

**Main gas valve is located outside and west of the middle back doors of the building and should be shut off by the fire department if deemed necessary.**

**TORNADOES / SEVERE STORMS**  
**MAP / ROUTES**  
**Middle School Building**

**TORNADOES / SEVERE STORMS  
MAP / ROUTES**

**Lee Parish Center / 3-Year-Old Children's Place  
and Extended Day / Before / After School Program**

## **Fighting**

### **Violence Between Two or More Students** (physical fighting, verbal assaults and/or threats)

#### **Prevention:**

- Be alert to patterns of stress and agitation in students.
- Inform the administration of any concerns and/or observations.

#### **Intervention:**

Intervening and managing physical altercations and/or fights requires making a judgment call. Individual circumstances will determine the priorities of your intervention. In any case, controlled emotions by the intervening staff member(s) will help to minimize the disturbance.

Interventions may include:

- Disperse the crowd and ensure the safety of the students.
- Call for administrative help and assistance in managing the incident.
- Focus on diffusing the fight.
- Attend to medical needs.
- Administration will call police if students refuse to stop fighting.
- Refer the incident to the administration for follow-up.

#### **Follow –Up Procedures:**

- Police may be called after the incident by the principal if deemed appropriate.
- Administration will assist police if they are brought into the situation either during or after the incident.
- An incident report will be completed by the staff member who witnessed the incident or by the administration if there was no adult witness.
- The principal will take the appropriate disciplinary action.

#### **Threats:**

Verbal or written threats to hurt, harm, or harass are considered serious and will be handled seriously and professionally. Verbal or written threats concerning weapons, use of weapons, or any type of criminal threatening should be reported immediately to the principal. Any form of harassment or threatening actions or verbal threatening or journal entry must be reported to the administration.

## Fire / Arson / Explosive

**Principal:** Direct the assistant principal, building secretaries and maintenance personnel to assist with the following:

- **Sound the fire alarm** or announce, “**There is maintenance to be done *outside* the building immediately.**”
- Administrator (or staff member who first encounters the fire) call 911.
- Determine if there are any students or staff unaccounted for or any serious injuries.
- Call the Superintendent/Office of Catholic Education.
- Establish official communication with press.
- Arrange for temporary shelter for students and staff if needed.
- Arrange for early dismissal if needed.
- Determine building status for return to classes.
- Determine follow-up activities needed and set up.
- Call emergency staff meeting.

### **Specific Duties:**

1. Sound alarm or make announcement to signal evacuation. Oversee evacuation of building. Prior arrangements should be made for the evacuation of any students or staff members requiring assistance.
2. Administrator (or staff member first encountering the fire) call 911 and ask for required emergency services.
3. If there are students or staff unaccounted for or injuries, notify rescue personnel. Provide first aid through school personnel as needed.
4. Be sure maintenance staff is directing rescue personnel to the problem areas and assisting rescue workers by providing access as needed.
5. Call the Superintendent/Office of Catholic Education and notify of incident and actions taken.
6. In all probability, school will have to be dismissed and arrangements made for students to be picked up. Students and staff will then have to be moved to Sacred Heart Church for temporary shelter. A system for communication with parents and checking students out as their rides arrive will be determined. This plan will need to be communicated to students, staff, and parents.
7. If a building is damaged, several different steps may have to be taken. Severe damage may necessitate another location to be used for classes. These arrangements will need to be made.
8. Call an emergency staff meeting before sending staff members home for the day.

### **Post-Crisis:**

1. Prepare a written memo about the crisis for staff to advise of follow-up procedures.

2. Send an informational letter home for parents.

**Teacher Responsibilities:**

- Prior to an alarm, instruct students that if they are not with the teacher / adult in charge of them when the alarm sounds (*such as in the restroom or hallway*) they should leave the building by the nearest exit and once outside the building they should report to the evacuation location of that teacher.
- Prior to an alarm, instruct students that if the alarm sounds *during a pass period*, they should leave the building calmly by the nearest exit and once outside the building, they should report to their homeroom teacher at that teacher's designated evacuation spot.
- Follow evacuation procedures immediately when the **fire alarm sounds** or when the announcement is made, "**There is maintenance to be done *outside* immediately.**"
- Specific Evacuation Plans for each building follow these general instructions.
- Be sure to have a class roster with you and close the classroom door and turn out the lights if possible.
- Supervise the students to leave in a quiet and orderly manner.
- Take attendance once your students have reached their designated safe spot at least 500 feet from the building. Report any missing or injured students or staff members to the administration as soon as possible.
- Keep students safely out of the way of emergency vehicles and rescue workers.
- Administer first aid as needed.
- Staff members may fight small fires with a fire extinguisher or confine the fire by closing doors to the area involved.
- No one should return to the building until the **All Clear** is given by an administrator or a Fire Department official.
- Be sure all fire doors are shut.
- If it is your planning period, report to your designated evacuation location.

## **FIRE DRILL SPECIFIC EVACUATION PROCEDURES**

### **Culemans Hall / Pre-School, Kindergartens, Gymnasium and Cafeteria:**

- **KZ** exit middle Culemans Hall doors.
- **KD** exit Culemans Hall front cafeteria doors. Use exit door on same side of the hall as **KD** classroom.
- **Pre-school** exit Culemans Hall front cafeteria doors. Use exit door on same side of hall as preschool classroom doors.
- **Cafeteria** exit Culeman Hall front cafeteria doors. Use middle exit door and line up on center sidewalk that runs east/west across the courtyard. Split into grade level lines for roll call. Use the grassy area if more space is needed. Cafeteria manager will take attendance.
- **Gym Class** exit the gym through the northeast doors and exit Culemans Hall using the middle doors into the courtyard and line up straight ahead on the east/west sidewalk.

### **Teacher Responsibilities:**

- Remain calm and keep students calm.
- Direct and guide students to form a single-file line quickly and quietly.
- **NO ONE SHOULD RUN.**
- Cafeteria students line up in homeroom lines once outside.
- Take attendance and report any missing students to the principal immediately.
- Be sure all rooms are completely evacuated.
- To be sure that no one is left behind:
  - ✓ **P.E. teacher** check both locker rooms in the gym and the boys' restroom in Fellowship Hall.
  - ✓ **KZ** check the girls' restrooms in Fellowship Hall.
  - ✓ **KD** check the restrooms on the south end of Culemans Hall.
  - ✓ **Pre-school** check the restrooms inside the pre-school classroom.
- Notify the principal of any problems during evacuation drills.
- If it is a planning period for you as a homeroom teacher, report to your designated evacuation location.

**FIRE DRILL  
EVACUATION  
MAPS /  
ROUTES**

**Culemans Hall  
Pre-School,  
Kindergarten,  
Gymnasium  
and Cafeteria:**

**FIRE DRILL**  
**SPECIFIC EVACUATION PROCEDURES**  
**Elementary Building:**

**Teacher Responsibilities:**

- Direct and guide students to form a single-file line quickly and quietly.
- Remind students to follow the class ahead of them and remain in a single-file line.
- NO ONE SHOULD RUN.
- Take attendance and report any missing students to the principal immediately.
- Be sure that each room is completely evacuated by doing a “last look” in the following manner:
  - ✓ Secretary/office personnel check 1<sup>st</sup> floor restrooms.
  - ✓ Sister Janet checks 1J, Art Room, and Computer Lab
  - ✓ Julie Ivory checks 2I, 2M, and 1L.
  - ✓ Sarah Wolfe checks 2W and 1H.
  - ✓ Abby Meuser checks 4M, 5P, and 5H.
  - ✓ Angie Clayton checks 4C, 5M, and 2<sup>nd</sup> floor girls’ restroom.
  - ✓ Christy Layer checks 4L, 3S, and 2<sup>nd</sup> floor boys’ restroom.
  - ✓ Kathleen VanderGinst checks 3V, special ed./reading room, and 3B.
- Notify the principal of any students misbehaving during evacuation drills.
- If it is a planning period for you as a homeroom teacher, please report to your designated evacuation location.

**FIRE DRILL**  
**EVACUATION MAPS / ROUTES**  
**Elementary Building:**

## **FIRE DRILL**

### **SPECIFIC EVACUATION PROCEDURES**

#### **Middle School Building:**

Students exit each classroom quietly in a single-file line. Teachers have class lists to take attendance. Report anyone missing to the assistant principal immediately. During a planning period, homeroom teachers report to their designated evacuation location.

Teachers also shut all fire doors.

#### **6<sup>th</sup> Grade Classrooms:**

##### **Science Lab and 6K Classroom:**

Exit middle front doors. Proceed to the sidewalk on 13<sup>th</sup> St. on west side of gym parking lot.

##### **6T Classroom:**

Exit outside doors at east end of building. Proceed to sidewalk across alley on west side of 14<sup>th</sup> St.

#### **Classroom 110 – Studio/Resource Room:**

Exit the back door by the principal's office. Proceed to the sidewalk across the alley on the east side of 13<sup>th</sup> St.

#### **7<sup>th</sup> Grade Classrooms:**

All 7<sup>th</sup> grade classrooms exit the outside doors used for 7<sup>th</sup> grade dismissal (front doors near the northwest corner of the building). Proceed to sidewalk on 13<sup>th</sup> St. on west side of gym parking lot.

#### **8<sup>th</sup> Grade Classrooms:**

All 8<sup>th</sup> grade classrooms exit outside doors used for 8<sup>th</sup> grade dismissal (east end). Proceed to sidewalk across the alley on west side of 14<sup>th</sup> St.

#### **Art Room:**

Exit outside doors at east end of building (same as 8<sup>th</sup> grade). Proceed across alley to sidewalk on west side of 14<sup>th</sup> St.

#### **Library:**

Exit outside doors used for 7<sup>th</sup> grade dismissal (front doors near northwest corner of building). Proceed to sidewalk on 13<sup>th</sup> St. on west side of gym parking lot.

#### **Music Room:**

Exit middle front doors and proceed to sidewalk on 13<sup>th</sup> St. on west side of the gym parking lot.

#### **Computer Room:**

Exit middle back doors. Proceed to sidewalk across alley on east side of 13 St.

#### **Gymnasium:**

Exit the west end doors of the gymnasium directly to the outside and proceed across the alley to the sidewalk on the east side of 13<sup>th</sup> Street.

- ✓ **8H** check the boy's restroom on the second floor.
- ✓ **7M** check both library rooms if no librarian present
- ✓ **7V** check the girl's restroom and teacher's lounge on the second floor.
- ✓ **Secretary** check the boys' and girls' restrooms and locker rooms on the 1<sup>st</sup> floor.
- ✓ **6T** check classroom #110 on the first floor.
- ✓ **Business manager** or **assistant principal** check the business office and concession kitchen.

**FIRE DRILL  
EVACUATION ROUTES / MAPS  
Middle School Building:**

**FIRE DRILL**  
**EVACUATION ROUTES / MAPS**  
**Lee Parish Center / 3-Year-Old Children's Place /**  
**Extended Day / Before / After School Program**

3-Year-Olds –  
exit west front door

Comp.  
1J  
Art

4-Year-Olds –  
exit east back door  
Spec. Ed.  
Spec Rdg. during school day  
Bilingual  
Extended Care –  
exit east back door before/after school day  
at top of basement  
stairs

**Specific Evacuation Procedures**  
Lee Parish Center

Teacher/Aide Responsibilities:

- Direct and guide students to form a single-file line quickly and quietly.
- Remind students to stay in a single-file line and **NO ONE SHOULD RUN**.
- Take attendance and report any missing students to the principal immediately.
- Be sure that each room is completely evacuated by doing a “last look” in the following manner:
  - ✓ 3-year-old teacher or aide check the restroom adjacent to the 3-year-old classroom and the office/sick room
  - ✓ 4-year-old teacher or aide check the restroom adjacent to the 4-year-old classroom, both coatrooms on the first floor, and the kitchen and snack room areas
  - ✓ Extended Care personnel check the hallway and storerooms in the basement and the basement restrooms
- Notify the principal of any students misbehaving during evacuation drills.

## Earthquake

Earthquakes generally occur without warning. When an earthquake strikes, for one or two minutes, the solid earth may pitch and roll. Other signs of an earthquake include: low rumbling noise, like thunder, objects sliding or crashing together, and persons having difficulty standing.

**Teacher Responsibilities:** If you suspect that an earthquake is occurring, direct students to follow the *Duck, cover, and hold on* procedure:

- **In a classroom** - duck under desks or tables, cover your head with your hands and arms, face away from windows and hold on until given further instructions.
- **In the hallways** - move to an interior wall, duck down and cover your head with your hands and arms and hold on.
- **In the gymnasium** – move to the nearest hallway, duck down against an interior wall, and cover your head with your hands and arms and hold on.
- **In the library** – duck under tables and cover your head with your hands and arms and hold on.
- **Outdoors** – move away from buildings, trees, and utility lines, duck low to the ground and cover your head with your hands and arms and hold on. Stay together in an open space.
- **In a bus / car** – stop the vehicle, duck down on the floor until the tremor stops, exit the vehicle, and move to the nearest open space.

**Also remember:**

- ✓ Do not strike a match (due to possible gas leaks).
- ✓ Do not evacuate the building until instructed to by the office.
- ✓ If instructed to do so, follow evacuation procedures and routes if possible.
- ✓ Once outside, proceed to the nearest open space.

## After An Earthquake

**Principal:** Direct the assistant principal, building secretaries, and maintenance staff to assist with the following:

- Assess the situation.
- Determine if evacuation is necessary and signal if needed. Alert staff to hazards along the evacuation routes.
- Principal or designee, call 911 if needed.
- Assemble the Crisis Management Team to help address possible injuries, fires, hazardous materials, and traumas.
- Alert maintenance and cafeteria staff to shut off gas and electricity at the main switches / valves if possible. Be sure all gas appliances and motors are shut off.

**Teacher Responsibilities:**

- Keep students under cover until the tremor has ended.
- Prepare to evacuate and keep students calm by reviewing evacuation procedures.
- Report any serious injuries.
- Take attendance and inform the office of any missing students.
- Supervise evacuation if directed to do so.
- If you have any seriously injured students, instruct the others to follow another teacher and stay with the injured student(s).
- Take attendance again once you have evacuated the building and reached a safer location.

## Chemical / Hazardous Material Spill

### *Inside the building:*

- Evacuate the area immediately.
- Notify the principal / assistant principal.
- The principal will call the fire department for consultation if necessary.
- The principal will signal a full evacuation if needed.
- The principal will consult with maintenance personnel to determine appropriate clean up procedures.

### *Outside the building:*

When a warning of a hazardous materials incident is received from the fire, police, or other civic officials the following procedures should be followed:

**Principal:** Direct the assistant principal, building secretaries, and maintenance personnel to assist with the following:

- Insure that all students are inside the buildings and follow lockout procedures (refer to p. 9).
- Shut off all outside air ventilation systems.
- Close all windows.
- If you have not been alerted to the situation by local officials, call 911.
- Keep telephone lines clear for emergency calls only.
- Release students to parents or designee only.

### **Teacher Responsibilities:**

- If students are outside, follow reverse evacuation procedures to bring everyone inside (refer to p.10).
- Close all windows.
- Once inside, lockout should be maintained (refer to p. 9) while awaiting further instructions from the administration.

## Household Chemical Exposure

### *Inside or Outside the Building:*

**If a student or teacher is exposed to any of these household chemicals:**

- ✓ use the procedures listed below immediately
  - ✓ notify the principal/assistant principal of the situation
  - ✓ send the container and label to the office right away
1. If someone splashes a household chemical in the eyes, rinse out the eyes with water for 15 to 20 minutes.
  2. If someone splashes a household chemical on the skin, take off the wet clothing and rinse the skin for 15 to 20 minutes under water. There are showers in both science labs for this purpose.
  3. If someone drinks a household chemical, give them half a glass of water to drink.
  4. If someone inhales a poisonous gas, quickly get the person to fresh air. Do not breathe the fumes yourself. Open all the doors and windows wide. Clear the classroom if necessary.
- ❖ **The principal/assistant principal will call poison control (1-800-222-1222) and determine if 911, parents, or both need to be called.**

**If someone is not breathing or won't wake up, call 911 immediately and then notify the office.**

## **Bomb Threat**

Bomb and other threats may be originated in writing, in person, over the telephone or related through a second source.

### **Basic Documentation – The individual taking the call should:**

- Keep the caller on the line as long as possible.
- Notify the principal immediately.
- Write down all the information obtained in exact words if possible. Use the *Bomb Threat Report Form* immediately following these instruction pages.
- Find out what time the bomb is due to go off.
- Document in writing, as soon as possible, any threatening messages received:
  - Specific time message is received.
  - Date and day of week.
  - Exact wording of message.
  - Estimation of sex, age, cultural background of person making call.
  - Make note of background noises, tone of voice.

### **Authorities to be involved:**

- Police
- Pastors
- Superintendent/Office of Catholic Education

### **Principal:**

- Consider the safety of students and staff first.
- Alert staff of situation and implement building search procedures (see below).
- Call 911 and report a threatening call has been received. Do not mention a bomb to avoid media coverage. Ask the dispatcher not to put the call out on the regular frequency.
- Notify other authorities listed above.
- If advised, direct students and staff to evacuate the building and move to safer areas of the campus at least 500 feet from the threatened building.
- Nothing is to be touched or altered. DO NOT open desks or lockers or turn lights off or on.
- DO NOT sound the fire alarm, use the P.A. system, electronic bells or radios as these may activate a bomb. Use the Crisis Team members to personally communicate your directives to the entire staff.
- School activities should be continued as normally as possible in designated safe areas.
- The recommendation to close school will be made only after consultation between the principal, pastors, Office of Catholic Education and the police.
- If necessary, arrange for early dismissal.

- Arrange any necessary follow-up activities.

**Teacher Responsibilities:**

- Crisis Team members will alert you to directives from the principal.
- Implement building search procedures if directed to do so (see below).
- Nothing is to be touched or altered.
- DO NOT open desks, lockers, cabinets, etc.
- DO NOT turn lights or other electric switches off or on.
- Evacuate students if directed to do so.
- Remain calm.
- As always, take attendance once you have relocated and report any missing students to the administration immediately.
- Return to the building only after the administration has directed you to do so.

**Building Search Procedures:**

- Each staff member conducts a thorough visual search of their own classroom/work area looking for anything suspicious or unusual.
- DO NOT touch or move or open anything. Use your eyes only to make a thorough sweep of your area.
- All teachers/staff members should also make a *visual only* search of the areas they are assigned to check in the event of any evacuation. Visually check your assigned restroom, empty classroom, or other area where you would normally be looking for students.
- If anything is found, get an adult to “watch it” while you report it personally to the principal.
- All search efforts should be conducted quietly and quickly without alarming or informing students.
- The following are additional search responsibilities:
  - ✓ **Maintenance Personnel** – check all maintenance closets, storage areas, and mechanical areas.
  - ✓ **Cafeteria Manager** – check dining area, kitchen, and food storage areas.
  - ✓ **P.E. Teacher** – check gym, locker rooms and concession kitchen in middle school building.

### Bomb Threat Report Form

Make numerous copies to be kept near all phones in the main offices, principal and assistant principal's offices, and the business manager's office.

#### Questions To Ask

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

#### Caller's Voice

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> calm      | <input type="checkbox"/> nasal           |
| <input type="checkbox"/> angry     | <input type="checkbox"/> stutter         |
| <input type="checkbox"/> excited   | <input type="checkbox"/> lisp            |
| <input type="checkbox"/> slow      | <input type="checkbox"/> raspy           |
| <input type="checkbox"/> rapid     | <input type="checkbox"/> deep            |
| <input type="checkbox"/> soft      | <input type="checkbox"/> ragged          |
| <input type="checkbox"/> loud      | <input type="checkbox"/> clearing throat |
| <input type="checkbox"/> laughter  | <input type="checkbox"/> deep breathing  |
| <input type="checkbox"/> crying    | <input type="checkbox"/> cracking voice  |
| <input type="checkbox"/> normal    | <input type="checkbox"/> disguised       |
| <input type="checkbox"/> distinct  | <input type="checkbox"/> accent          |
| <input type="checkbox"/> slurred   | <input type="checkbox"/> familiar        |
| <input type="checkbox"/> whispered |  |

#### If voice is familiar, who did it sound like?

---

#### EXACT WORDING OF THREAT:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Time:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Sex of Caller:** \_\_\_\_\_

**Culture:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Length of call:** \_\_\_\_\_

#### Number at which call was received:

\_\_\_\_\_

#### Background Sounds:

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> street    | <input type="checkbox"/> animal noises    |
| <input type="checkbox"/> PA system | <input type="checkbox"/> static           |
| <input type="checkbox"/> voices    | <input type="checkbox"/> music            |
| <input type="checkbox"/> motor     | <input type="checkbox"/> house noises     |
| <input type="checkbox"/> local     | <input type="checkbox"/> office machinery |
| <input type="checkbox"/> booth     | <input type="checkbox"/> long distance    |

#### Threat Language:

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> foul                       | <input type="checkbox"/> well-spoken |
| <input type="checkbox"/> taped                      | <input type="checkbox"/> irrational  |
| <input type="checkbox"/> message sounded as if read | <input type="checkbox"/> incoherent  |

#### Remarks:

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## **Bus / Car Accidents on Trips Away from School**

### **Precautionary Measures Before Leaving on a field trip:**

- School buses, by law, are required to carry first aid kits. Check to see if it is in place.
- Take along in all cars a first aid kit on all field trips.
- Take along a list of all students in attendance.
- Take along copies of emergency sheets for all students in attendance. These contain all the emergency numbers and any health or medical information that may be needed.
- Take along any medications that students keep in the school office for emergency situations, i.e. epi pin, inhalers.
- Take along a list of chaperones and teachers who are in attendance on the trip, their home addresses and home phone numbers, name and work telephone of spouse or nearest relative and medical and health information on each.
- Follow all diocesan and school policies regarding field trips.

### **In the Event of an Accident:**

#### **Teacher on site, riding in car / bus, or nearest to the accident is responsible to:**

- Remain calm.
- If threat of fire exists, move students to a safe place.
- Call 911 and begin administration of first aid if needed.
- Notify principal by phone – 757-5500.
- DO NOT issue any statements to the press. Defer to the principal.
- Fill out an Accident Report Form after returning to school.

#### **Principal:**

- Arrange for alternate transportation for teacher and students if needed.
- Visit site of accident if necessary.
- Call parents of students involved to inform them of the situation.
- Handle all press inquiries.
- Contact pastors and/or Catholic Office of Education if deemed necessary.

## **Child Abduction / Lost Child**

### **Preventative Measures:**

- Building secretaries should have at their desks a list of students who are not to be released to anyone except a parent or guardian.
- Emergency cards of such students should be tagged.
- Before releasing a child on the list to anyone except a parent or guardian, the secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
- When a parent of a child on this list telephones a request that the child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on the emergency card.

### **Teacher Responsibilities:**

- Report any missing student to the principal immediately.
- Escort any witnesses to an abduction incident to the main office immediately.
- Provide police with any information you have regarding the situation.

### **Principal:**

- Call police immediately after it has been determined that a student has been taken or is lost. Provide the police with as much information as you know, i.e. description of the student, name of abductor(s) if known, vehicle description, etc.
- Contact the parents of the student. Establish a communication plan with them, if necessary.
- Identify a team to work on the crisis. Designate personnel to deal with phone communications, etc., and other staff to assist as appropriate. If the incident occurs during the school day, classroom routine should be maintained.
- Keep any witnesses to the incident, both adults and students, in the office and preferably separated until police arrive.
- Call the Superintendent / Office of Catholic Education.
- Pull the school picture of the child and obtain a full description of the child (including clothing) to assist the police.
- Conduct an immediate search of the school buildings and grounds.
- In cases of abduction, obtain from witnesses a description of the suspect.
- When a student is found, contact the police, the Superintendent, notify the parents and teacher, and fill out an Incident Report Form.
- Prepare a memo to staff outlining the situation. Give factual information, as appropriate, to allow them to respond to students' questions knowledgeably.
- Prepare an appropriate memo to parents.

- If appropriate, arrange for counseling assistance for students and staff.
- Call an emergency staff meeting.
- Fill out an Incident Report Form.

## Weapons Situation

### Teacher Responsibilities:

- Notify the principal as soon as possible and advise whether a weapon is *suspected or visible*. Limit information to other staff and students on a need to know basis.
- Remain calm and try to calm students if they are aware of the weapon.
- DO NOT approach the student and DO NOT attempt to confiscate the weapon.
- If a weapon is visible or the student is threatening:
  - Ask the student in a calm voice to allow you to evacuate the rest of the class.
  - Evacuate quietly if allowed.
  - Keep talking with the student until police arrive. Ask, “What is wrong?” and “What do you want?”
  - Do not make any sudden moves or gestures.
  - When police arrive, follow their directives.
- After the incident, fill out an Incident Report Form.

### Principal:

- Assess the situation.
- If the situation is not urgent or threatening, consult the Moline Police school liaison.
- If a search is necessary, it should be done by the principal, assistant principal, or police officers only, always having two or more adults present.
- If deemed necessary, call 911. Provide as much information as possible. Be prepared to act as a resource and liaison between the school and police. If necessary, have a map of the school available for police.
- Determine if either Lockdown or Evacuation is necessary.
  1. To signal Lockdown announce, “*All purple attendance forms should be returned to the office immediately.*”
  2. To signal Evacuation announce, “*There is maintenance to be done outside the building immediately.*”
- Gather as much information as possible. Try to determine:
  1. Location, identity and detailed description of the individual with the weapon.
  2. Location and description of the weapon.
  3. Any pertinent background information of the individual, including possible reason for carrying a weapon.
- Remain calm.
- Isolate the individual or suspect. (If weapon is in a locker or elsewhere, prevent access to it.)
- Confer with police once they arrive. They will advise you how they intend to proceed.
- Notify the Superintendent / Catholic Office of Education and Pastor’s Board.
- Notify the parents of the students involved.

- Handle any communication with the media.
- Call an emergency staff meeting. It is important that staff members leave for the day with accurate information about the incident and subsequent actions for be taken.

## Intruder

### Teacher Responsibilities:

- Report the location of any person in the building without an identification badge to the main office immediately.
- Turn on your cell phone and keep it with you if you have one.
- Listen for any instructions or signals given over the intercom.
- Follow **Lockdown** or **Evacuation** procedures if indicated (refer to pgs. 8 and 9).

### Principal:

- Determine the whereabouts of the intruder/trespasser.
- Try to isolate the individual from the rest of the building and students.
- Determine the extent of the crisis
- **Trespass with no safety hazard** may be dealt with through informing the intruder of the offense being committed. If the trespasser refuses to leave, wait for police to arrest. If the trespasser has previously been warned, trespass charges may be filed without the arrest of the offender.
- Make notes of the situation.
- **Trespass with threat to others' safety** will require assistance from the police. Trespass charges should be filed.
- Call 911.
- Determine if either **Lockdown** or **Evacuation** is needed:
  - To signal **Lockdown** announce, "*Return all purple attendance sheets to the office immediately.*"
  - To signal **Evacuation** announce, "*There is maintenance to be done outside immediately.*"
- Upon their arrival, provide the police with any and all information regarding the situation.
- Follow police instructions.
- Keep staff informed both during and after the crisis as much as possible, using the Crisis Team members, announcements, memos, and/or an emergency staff meeting.

### Post Crisis:

- Fill out an Incident Report Form.
- Prepare a statement for the secretaries to read as an answer to all phone inquiries.
- Prepare an informational note for parents as soon as possible.
- Communicate with the press if necessary.
- Inform the Pastor's Board and the Superintendent/Office of Catholic Education.
- Set up counseling for students and staff if needed.

## **Assault by Intruder / Shootings / Wounds / Attacks**

### **Teacher Responsibilities:**

- Call 911 immediately.
- Notify principal/office personnel immediately.
- Turn on your cell phone and keep it with you if you have one.
- Move students to safety if possible and await further instructions.

### **Principal:**

#### **1. Assess the situation:**

- Request police assistance if needed / call 911.
- Determine the number of victims.
- Determine the amount of threat still pending – was this an isolated incident which is now over?
- Is there continued danger to the individuals already involved or to any other potential victims?
- Determine the need for first aid.
- Establish a command post with several telephones available if needed.

#### **2. Move others to safety:**

If the assailant has not been contained and continues to be a threat to others, institute **Lockdown** by announcing *“All purple attendance sheets should be returned to the office immediately.”*

#### **3. Provide first aid:**

Provide first aid via staff members or 911. Have someone at the entrance to meet and direct the ambulance staff to the victim and designate a staff member to accompany victim(s) in the ambulance.

#### **4. Question the victim:**

Make notes which can be shared with the police upon their arrival.

#### **5. Notifications:**

- Call the Superintendent/Office of Catholic Education.
- Call the members of the Pastor’s Board.
- Handle all media and community inquiries.
- Call the parents (or spouse) of the victim as soon as possible.
- Inform staff of situation as soon as possible. Use the Crisis Team members for communication to the staff.

- Inform the students of the facts as soon as possible to avoid rumors.
- Inform Alleman High School and other area schools of the facts of the situation as siblings/neighbors will quickly learn of the crisis.
- Prepare a note to be sent to parents.
- Consider arranging a press conference in conjunction with the police to give the correct information to the press.

**Post Crisis:**

- **Telephone answerers:** Prepare a statement for the individuals who answer phone to read. Instruct them that any further inquiries should be made to the principal.
- **Police information for charges:** Record any and all details you can recall immediately after the crisis is over.
- **Written memo:** Explain to parents not only what happened, but why you took the actions that you did. This will also help reduce the number of rumors that develop and inquiries you receive.
- **Incident Report Form:** Fill out an Incident Report Form.
- **Follow-up programs:** Arrange any special counseling for students and staff that may be needed.
- **Staff meeting:** Inform the staff of the facts of the situation, why you took the actions you did, and make them aware of the follow-up services you have arranged.

## Hostage

### Teacher Responsibilities:

- Notify the principal immediately of a hostage situation.
- Evacuate students from the immediate area if possible.
- Wait for instructions from the administration or police. **Lockdown** will most likely be announced.
- Be sure to have your cell phone with you and turned on if you have one.
- This could eventually be followed by **Evacuation** of some or all of the building.
- Remain calm and try to keep students calm.

### Principal:

- Call 911.
- Secure all classrooms with **Lockdown** by announcing, *“All purple attendance forms should be returned to the office immediately.”*
- Be sure to have maps of the building and personnel who are familiar with the layout available to assist police when they arrive.
- Provide the police with any and all information you have regarding the hostage situation and any background information as well.
- Law enforcement will assume control of the situation when they arrive. At that time an evacuation of some or all of the building may be recommended.
- To signal a complete **Evacuation** announce, *“There is maintenance to be done outside the building immediately.”* If only certain rooms are to be evacuated, the police will assist with notification.
- Instruct phone answerers to give out no information to phone inquiries during the crisis.
- Keep the phone lines open for police use.
- None of the evacuated students should be released during the crisis unless police authorize their release.

### Notifications by Principal:

- Call the Superintendent/Office of Catholic Education.
- Call the members of the Pastor’s Board.
- Handle all media and community inquiries.
- Call the parents (or spouse) of the hostage as soon as possible.
- Inform staff of the situation as soon as possible. Use the Crisis Team members for communication to the staff.
- Inform the students of the facts as soon as possible to avoid rumors.
- Inform Alleman High School and other area schools of the facts of the situation as siblings/neighbors will quickly learn of the crisis.
- Prepare a note to be sent to parents.
- Consider arranging a press conference in conjunction with the police to give the correct information to the press.

**Post-Crisis:**

- **Telephone answerers:** Prepare a statement for the individuals who answer phone to read. Instruct them that any further inquiries should be made to the principal.
- **Police information for charges:** Record any and all details you can recall immediately after the crisis is over.
- **Written memo:** Explain to parents not only what happened, but why you took the actions that you did. This will also help reduce the number of rumors that develop and inquiries you receive.
- **Incident Report Form:** Fill out an Incident Report Form.
- **Follow-up programs:** Arrange any special counseling for students and staff that may be needed.
- **Staff meeting:** Inform the staff of the facts of the situation, why you took the actions you did, and make them aware of the follow-up services you have arranged.

## **Rape / Sexual Assault**

When a school is notified that a rape has occurred to a student or staff member, the Crisis Team and the school must protect the identity and right to privacy of the rape survivor and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at minimizing the fear of fellow students and quelling the spread of rumors. As opposed to convening a Crisis Team meeting and alerting the student body, services provided to the victim and her/his family should be kept confidential and should be coordinated with outside providers, such as a rape crisis team or hospital emergency room.

### **RAPE ONLY BECOMES A CRISIS TO BE MANAGED BY SCHOOL STAFF WHEN ONE OR MORE OF THE FOLLOWING CONDITIONS EXIST:**

- A rape occurs on school property.
- A member of the rape survivor's family requests school intervention.
- The rape survivor's friends request intervention.
- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.

### **When one or more of the above conditions exists...**

#### **Teacher responsibilities:**

- Notify the principal immediately.
- Maintain strict confidentiality.
- Complete an Incident Report Form if directed by the principal to do so. Turn it in directly to the principal.

#### **Principal:**

#### **If an incident has just occurred on school property:**

- Calm and isolate rape survivor.
- Isolate suspect if possible.
- Call 911.
- Isolate witnesses and do not allow them to speak to each other or anyone else.
- Protect the crime scene.
- Pull the survivor's health information and have it ready for emergency medical team.
- Notify the parents of the survivor and all those involved, such as suspects, witnesses, etc.
- Facilitate law enforcement personnel in their investigation.

- Notify the Superintendent/Office of Catholic Education and Pastor's Board of the incident. Discretion should be used as to the release of names even to such authorities.
- Complete an Incident Report Form. Keep it in a confidential file.

**If you learn of a previous incident:**

- Direct the person providing the information not to repeat it elsewhere in school or to anyone who does not have a legitimate reason to know, such as law enforcement, counselors, etc.
- If the rape occurred on school property, notify the appropriate law enforcement office and/or local rape crisis team.
- If office staff members heard the report, tell them not to repeat or give out any information within or outside school unless they are specifically told to do so by the principal.
- Designate the Crisis Team member closest to the victim to talk to her/him about the types of support he or she and the closest friends need, and the person(s) the rape survivor would like to provide that support.
- If it is determined that support services will be provided at school for the survivor and designated peers, arrange an appropriate and private space. Make the necessary arrangements for the student(s) to be released from class to receive services.
- Notify the Superintendent/Office of Catholic Education of the situation and how it is being handles. Again, use discretion as to the release of actual names.

***Rape is a crime of violence.*** For the rape survivor, it often is an experience of fear, loss of control, humiliation, and violence. Rape survivors may experience a full range of emotional reactions. It is extremely beneficial for rape survivors to seek emotional support regarding the assault.

Monitor any school intervention in a rape incident with the following checklist:

**RAPE RESPONSE CHECKLIST:**

School involvement in incident due to:

- Rape occurred on school property.
- Survivor's family requests school intervention.
- Survivor's friends request intervention.
- Rumors and myths are widespread and damaging.
- Students witness police/emergency services.

Principal:

- Information provider(s)/recipient(s) enjoined not to repeat information elsewhere.
- Steps taken to protect survivor's identity and right to privacy.

- Law enforcement and rape crisis agency notified if appropriate.
- Crisis Team member closest to victim designated to talk with student and determine type of support and support provider desired.
- Rape survivor encouraged to seek additional support from community rape crisis agency.
- Private space designated if support services provided at school.
- School services coordinated as appropriate and legal with outside service providers.
- Action taken to quell rumors.
- All records related to rape incident and services provided stored in confidential file.
- Contact the Superintendent/Office of Catholic Education while still maintaining confidentiality.

## **Death**

### **Death of a student or staff member**

#### **Principal:**

- Contact Crisis Team members and have a team meeting if needed.
- Notify the Superintendent/Office of Catholic Education and the Pastor's Board.
- Prepare a fact sheet if needed, giving accurate, up-to-date information.
- Hold a faculty meeting as soon as possible. Review the procedures for the day, availability of support services, and referral possibilities for at-risk students.
- Contact the family of the deceased. Preferably an administrator and Crisis Team member should visit the family at their home and offer assistance.
- Hold a faculty meeting at the end of the day to review the day's events.

## **Suicide Threats**

### **Crisis Intervention Procedures for Potentially Suicidal Students**

#### ***Referral***

##### **Go to Principal/Assistant Principal**

Students at risk can self-refer or be referred to the administration by school staff, parent, friend, neighbor, or other person from the community. Students at risk range from those talking of hopelessness, to those writing poems with suicidal intent, to students telling someone of planning to harm themselves.

#### ***Team Consult***

The principal, assistant principal and staff member making the referral will gather pertinent information and jointly make a decision on the appropriate interventions to be taken.

They will review the student's records and gather additional information from other staff members regarding the at-risk student.

They will decide to consult with the Crisis Team if necessary, considering the following factors: 1) existing relationship with the student 2) time constraints 3) seriousness of the problem.

#### ***Crisis Interview***

The principal and assistant principal will interview the student on the day of the referral. They will determine the extent of suicidal thinking, the potential plan of suicide, the lethality of the plan, and the history of the student's suicidal thinking and attempts. For severe cases, the administration will ensure the safety of the student through continuous and vigilant adult supervision. In such cases, parents should be called to school immediately.

#### ***Team Review***

The principal and assistant principal may consult with the Crisis Team if deemed necessary. They may also consult with private or community service counselors and other experts. After consultation, the administration will formulate a plan of action regarding the at-risk student. The plan may range from no further involvement, to monitoring by a specific staff member, to asking the parents to take immediate action with their child.

***Outside Contacts***

Parents of all interviewed students will be contacted by the principal/assistant principal on the same day of the referral and interview. Parents will be told of the reason for the referral, the outcome of the interview, and the plans formulated by the administration.

When the suicide potential is significant, the administration needs to ascertain that the parents accept responsibility to follow through with the recommendation of the school.

If the student is dangerous to self and the parents cannot be located, then the immediate services of a community mental health organization may be requested. In an extremely dangerous situation, the Moline Police Department may be called upon to ensure the safety of the student.

The administration will be responsible for initial, on-going, and follow-up documentation of the case.

## Suicide

The school's general response to a suicide does not differ markedly from a response to any sudden death crisis. However, some issues exclusive to suicide require specific attention.

School personnel must allow students to grieve the loss of a peer without glorifying the method of death. Overemphasis of a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life. The following "DOs" and "DON'Ts" will help school staff limit glamorization of suicide:

*Do* acknowledge the suicide as a tragic loss of life.

*Do* allow students to attend funeral services.

*Do* provide support for students profoundly affected by the death.

*Do not* organize school assemblies to honor the deceased student.

*Do not* dedicate the yearbook or yearbook pages, athletic events, etc. to the deceased individual.

*Do not* pay tribute to a suicidal act by planting trees, hanging engraved plaques, or holding other memorial activities after the funeral and burial.

### **WARNING:**

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school wide, response.

## **Vandalism**

### **Teacher Responsibilities:**

- Report all acts of vandalism both inside and outside the school to the principal/assistant principal.
- Provide the administration with any information you have regarding the vandalism.

### **Principal:**

- Report all significant acts of vandalism to the police.
- Photograph any willful and malicious destruction of school property (eg., serious graffiti, broken windows, etc.).
- For minor damage, simply note the time, date, and type of damage for our records.
- Instruct maintenance staff to clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism.
- Collect restitution by having the offender pay for the damage they caused.

## **Arrangement for Support Services**

### **Principal:**

- Coordinate the community response efforts.
- Contact and arrange for counselors as needed. School arrangements should include the designation of meeting spaces and provisions for long-term follow-up.
- Assist parents through written communication and meetings to understand student and parent reactions to crisis.
- Help teachers and staff to deal with their reactions to crisis. Arrange in-servicing if needed.
- Encourage and support staff and students as they adjust after the crisis.
- Help everyone address their fears and concerns, yet return to the normal routine as soon as possible.

## **Recovery**

### **Bringing Closure to the Crisis**

This activity will vary depending on the crisis. But it is imperative to officially recognize the end of the crisis and the beginning of the healing process. This is necessary so that all can return to learning as soon as possible.

### **Evaluation of the Crisis Plan**

Response to each crisis incident should be reviewed and evaluated at the conclusion of each crisis. The principal and assistant principal will annually evaluate the plan and its effectiveness and make modifications as needed.

### **Crisis Management In-Service**

As the Crisis Management Plan is reviewed each year, topics for in-servicing should be considered, eg. First Aid training, C.P.R. training, use of such devices as fire extinguishers and defibrillators, etc.

# Appendix